

WARM-UP

(GYMNASTICS)

OBJECTIVE:

To increase core body temperature, heart rate and flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Warm-up activities can be general or specific. General warm-up focuses on elevating heart rate, increased breathing rate and other cardiovascular-respiratory responses to exercise. Specific warm-up takes into consideration the nature of skills, games, dance or other activity planned for instruction.

CLASS FORMATION:

Whole class.

INSTRUCTIONAL STRATEGIES:

1. From kneeling position, bend forward and place hands on the floor. Slide forward until thighs are vertical to the floor and push chest toward the floor.
2. Leg Kicks—one arm touching wall for support. Kick ten times forward with each leg. With both hands touching wall, kick ten times across body with each leg, and ten times straight backward with each leg.
3. Slide legs down as far as possible into split position. Hips should be square with the front leg, and the back knee and foot turned under. When students have obtained maximum split position, place hands on floor on either side of the leg, count to 20. Relax and repeat. Splits should be practiced on both sides.
4. On all fours push down with trunk and raise head; change to a position with back rounded well and head dropped.
5. Rock on back with back rounded well. This movement should follow any strenuous back stretching.

Grade

2

LEVEL:

PRIMARY/INTERMEDIATE

WARM-UP ***(GYMNASTICS)***

OBJECTIVE:

To reduce the chance of injury and to improve performance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Twenty hoops.

INFORMATION:

Superior gymnasts spend one-third to one-half of their workout time warming up or cooling down. Every physical activity should begin with a warm-up and conclude with a cool-down. Most accidents occur when joints and muscles are stiff and inflexible. Any activity that serves as a warm-up can serve as a cool-down.

CLASS ARRANGEMENT:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. Cardiovascular Warm-up

Activity: running, skipping, galloping, jumping

Example: Place 20 hoops on the floor. Students run around the hoop. On the command "freeze," students stop with:

- a. one leg in the hoop,
- b. both legs in the hoop,
- c. sitting in the hoop,
- d. balancing in the hoop.

Students can jump from hoop to hoop and on “freeze,” stop and perform:

- a. five knee bends,
- b. five sit ups,
- c. five push ups,
- d. squat thrusts.

(Squat thrust--from a standing position, bend knees and bend at the waist until hands can be placed on the floor, palm down on either side of the feet. While supporting the weight on the hands, shoot both feet backwards until the body assumes a push up position. When the toes touch the floor, rebound and bring the feet back between the hands. Stand up straight with arms at side. Repeat.)

- 2. Flexibility is best achieved by a continuous passive stretching with no bouncing movements. Stretch for a few seconds, relax and then stretch further.
 - a. Side stretching - place feet on floor, hip width apart. Without turning the body, stretch to one side as far as possible. Repeat on other side. Hold for five seconds.
 - b. Sit with legs straight, knees apart. Try to touch the right shoulder to the right leg, hold. Repeat on left side.
 - c. Same position as above, grasp under the insteps and pull trunk forward trying to place chest on floor, hold five seconds.
 - d. Stand, clasp hands behind back. Raise arms as high as possible and bend backwards. Straighten up and bend forward bringing the arms as far overhead as possible. Hold.

Grade

2

LEVEL:

PRIMARY

AGILITY

OBJECTIVE:

To enhance students' skills through landing exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

K-7 "gymnastics" lesson plans.

INFORMATION:

Agility is the ability to move or shift the body in different direction with speed and efficiency. Agility is essentially the relationship of speed, strength, and coordination. It involves both innate capacity and training.

CLASS ARRANGEMENT:

Whole class.

INSTRUCTIONAL STRATEGIES:

1. Students can warm up using jumping, running, stopping and stretching exercises from previous warm-up sections.

Landings and Rotations:

- a. Prone fall from kneeling
- b. Prone fall from standing
- c. Swedish fall
- d. Two-footed landing: When dismounting from any apparatus or coming to a full stop from a height, the recommended position is to have feet parallel on the floor, knees flexed and arms to the front for balance.
- e. Jump one-half turn: Arms swing up and move in the direction of the turn as the body rises. The body turns around its longitudinal axis.

GYMNASTICS

OBJECTIVE:

To enhance coordination skills through tumbling floor exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight 4' x 4' folding mats, connected by velcro forming a 4' x 32' strip.

INFORMATION:

Coordination is the ability to integrate separate motor systems with varying sensory factors into efficient movement. Synchrony, rhythm, and sequencing aspects of movement are crucial to coordinating movement.

CLASS ARRANGEMENT:

Class divided into groups of two students.

INSTRUCTIONAL STRATEGIES:

Students should face each other across the mat strip.

Students will perform tumbling maneuvers as follows:

1. Tuck Position Side Roll:

Students begin in kneeling position with the hips on the heels and the torso to the knees. *Movement:* Maintaining the tuck position with the knees pulled tightly to the chest, lean to the right and roll over the back. Continue rolling until the body is once again in the starting position. Repeat the roll toward the left. Note: the knees do not leave the tuck position during the roll.

Variation: Upon completion of the roll, extend the torso upward into a kneeling position. Then curl downward again to roll in the opposite direction.

Spotting: Not necessary.

2. Forward Shoulder Roll:

Students should begin in the lunge position with the right leg forward.

Movement: Pike forward, twisting the shoulders to the right and drawing the left shoulder toward the right ankle. Extend the left arm and place the right hand on the mat to lower gently into the roll. Roll over the left shoulder, diagonally across the back, and regain a balanced position by kneeling on the left knee and then stepping forward on the right leg.

Variation:

- a. Roll across the shoulder and back into a sitting posed position.
- b. Execute a roll and while on the back (c) place the legs together. Tuck the knees to the chest and kneel up onto both knees.
- c. Start the shoulder roll from a kneeling position and finish as in variation (a) or (b) or in the basic shoulder roll.

Spotting: Not necessary.

3. Log Rolls:

Students should lie down flat on the mat, arms over the head. Initiate a rolling action right or left using the hips, shoulders and arms. This is a good introductory exercise to get the rotational feeling.

Grade

2

LEVEL:
PRIMARY

BALANCE

OBJECTIVE:

To achieve confidence in performing various balance exercises at selected heights from the floor.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One or two balance beams (6' x 4' x 8') placed on the floor or elevated for an increased difficulty.

INFORMATION:

Balance can be broadly divided into static and dynamic balance. **Static balance** is the ability to maintain equilibrium in relation to force of gravity while being stationary. An example of static balance is a stork stand performed on floor or balance beam. **Dynamic balance** is the ability to maintain equilibrium while the body is in motion, such as in skiing, playing soccer or bicycling.

CLASS ARRANGEMENT:

Class forms a line position parallel to the balance beam at a safe distance from the beam (minimum 5 feet). Students face the beam. The first person mounts the beam and performs the exercise in front of his/her peers. If possible, have more than one student performing the movement simultaneously to increase time on the task.

SKILLS NEEDED:

Floor balancing skills from kindergarten and grade one lesson plans, and balance beam movements from grade two lessons.

INSTRUCTIONAL STRATEGIES:

1. Warm-up exercises.

On beam:

2. Chasse
Students sidestep facing teacher (spotter) and cross their feet in front (front chasse) and/or back (back chasse).
3. Step-tap-hop (polka step) Student steps with left foot, transfers weight to it and hops joining both feet in the air. Crossover step and repeat with right foot.
4. Pivot Turn
5. Straddle Hold
6. Wolf Position

EVALUATION/MODIFICATION:

Practice beam exercises using the lines on a gymnasium floor. When the fear of height is present, move back to the floor exercises and increase height gradually.

Grade

2

LEVEL:

PRIMARY

BALANCE

OBJECTIVE:

To improve balance using skills on the beam.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor and outdoor).

EQUIPMENT/MATERIALS:

One or two balance beams at the height of 0 to 12 inches from the floor; mats placed under, in front and at the end of the beam.

INFORMATION:

Balance is the ability to maintain body position in a stationary or static position while performing dynamic movement. Balance is a complex part of one's skill fitness, which is influenced by vision, the inner ear, the cerebellum, the nerve endings in muscles, joints and tendons, and skeletal muscles. Balance is the ability to maintain one's equilibrium in relation to the force of gravity.

CLASS ARRANGEMENT:

Class forms a line position parallel to the balance beam at a safe distance from the beam (minimum 5 feet). Students face the beam. The first person mounts the beam and performs the exercise in front of his/her peers. If possible, have more than one student performing the movement simultaneously to increase time on the task.

SKILLS NEEDED:

Floor balancing skills from previous lessons.

INSTRUCTIONAL STRATEGIES:

1. Warm up using flexibility and balance exercises on the floor.
2. Walk with legs straight.
3. Side Step.
4. Walk Backwards.
5. Walk - Knee Bend - Walk.

Grade

2

LEVEL:

PRIMARY

COORDINATION

OBJECTIVE:

To enhance coordination skills through tumbling exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIAL:

Eight 4' x 4' folding mats connected by velcro to make a 32' strip.

INFORMATION:

Coordination is the ability to perform specific movement skills. A child possessing "good coordination" is the one who can demonstrate a high degree of efficiency in numerous hand-eye coordination activities. Coordination is the ability to integrate separate motor systems with varying sensory factors into efficient movement.

CLASS ARRANGEMENT:

Divide class into groups of two.

SKILLS NEEDED:

Backward roll, straddle roll.

INSTRUCTIONAL STRATEGIES:

1. Students can warm up using the stretching and cardiovascular exercises in previous lessons.

Forward Straddle Roll

From straddle standing position with the hands placed on the mat between the legs:

- a. Lean forward and push downward with the shoulders; attempt to get the hips to lift up off the mat. Some of the body weight must be maintained on the feet, as well as on the hands.
- b. Repeat this pushing action but start in a straddled V-sit; reach for the mat between the legs and place the hands on the mat before the feet contact the floor. Then lean forward and push to clear the hips off the mat and to support the weight on the feet.

2. Backward Straddle Roll

Assume the straddle standing position with the upper body piked forward reaching between the legs with the arms, hands close together, and palms facing the mat. Keep the arms close to the body. Do not place the hands on the mat from this position.

Keeping the arms close to the thigh area, sit backward and reach for the mat with the hands and briefly support the body weight on the hands so that the hips can be gently lowered to the mat. Keep the body in the pike position with the back rounded, the chin is on the chest as the roll is continued along the spine. The legs, while straddled, are lifted overhead and feet are placed down on the mat. As the weight is transferred from the hands to the hips, quickly move the hands to the shoulder position for the completion of the backward roll.

Grade

2

LEVEL:

PRIMARY

SOCCER

OBJECTIVE:

To enhance coordination and agility through the basic skills of soccer.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor) with a wall.

EQUIPMENT/MATERIALS:

One ball per student.

INFORMATION:

Kicking is the most common way to contact the ball in soccer. The instep kick is the most frequently used kicking pattern in soccer and is used for passing and shooting.

CLASS ARRANGEMENT:

Individual tasks, and partner tasks.

SKILLS NEEDED:

Dribbling.

INSTRUCTIONAL STRATEGIES:

1. Warm up using the following drills:
 - a. Jump off the left foot and touch the top of the ball with right foot. Repeat with opposite feet. Practice the rhythm.
 - b. Do push-ups while holding the ball. Spread the legs to aid balance.

2. Instep kick

- a. kick the ball against the wall and retrieve it using hands
- b. kick the ball against the wall, stop it using feet only
- c. kick with power against the wall; see how far you can make the ball rebound back
- d. kick at a target on the wall
- e. kick low and high against the wall
- f. kick against wall, alternating feet
- g. kick against wall using different parts of the foot
- h. kick the ball ahead of you, run and trap it before it comes to rest on its own
- i. dribble, kick against wall, retrieve rebound and repeat

3. Pin Soccer

Two versus two or three versus three are the best team numbers for this game. Each team has a skittle or safety cone for its goal. If the skittle or cone is touched or knocked over by the opposing team, it is a point for the team. Distances between the goals can be varied depending on skill level. Keep score up to 5.

Grade

2

LEVEL:

PRIMARY

Soccer

OBJECTIVE:

To practice locomotor and manipulation skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One ball per two students.

INFORMATION:

Most soccer ball passes by elementary school children should be performed by inside-of-foot kick. It is an effective kick for short, accurate passes to a partner.

CLASS ARRANGEMENT:

Class divided in groups of two.

SKILLS NEEDED:

Running, stopping, balancing, dribbling.

INSTRUCTIONAL STRATEGIES:

1. Partner Activities
 - a. Pass back and forth, both partners stationary
 - b. Lead passes - kicker remains stationary and passes
 - c. Passing back and forth, both moving

- d. First person kicks against the wall, second person traps the rebound
 - e. One person holds hoop against the wall and second person tries to kick the ball through it
 - f. First person passes to second who traps the ball and then quickly kicks it hard against the wall
 - g. Partners pass back and forth until one person is ready to take a direct shot against the wall
 - h. Wall Dodgeball—One person stands by the wall and the partner backs a specified distance. The kicker attempts to hit the person by the wall with the ball. The person at the wall has a limited area in which to move.
 - i. Area Dodgeball—Traveling anywhere, the kicker attempts to hit his partner with the ball.
2. Alley Soccer (lead-up game):
Divide the playing area up into four or five alleys, and divide the class into two teams. These alleys can be marked by skittles or hoops. Each player must stay in his own alley but can pass to teammates in other alleys. Goals are scored by kicking into a goal area, dribbling the ball over the end line, or trapping the ball on the end line or in a hoop placed at the end of each alley.

EVALUATION/MODIFICATION:

Evaluate students' abilities to perform the desirable skill using the following clues:

- a. Are the eyes focusing on the ball?
- b. Is contact with the ball made with the inside of the foot?
- c. Does the kicking foot follow the intended direction of the ball?

Grade

2

LEVEL:

PRIMARY

COMPASS

OBJECTIVES:

To enhance basic locomotor patterns and reinforce acquired geography concepts (directions).

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four cones labeled EAST, WEST, SOUTH, NORTH, and different colored hoops.

INFORMATION:

This activity taps into the students' ability to process sequential information and listening skills.

CLASS ARRANGEMENT:

Scattered with the area of the four cones, students stand inside their colored hoop.

SKILLS NEEDED:

Basic locomotor patterns and static balance ability.

INSTRUCTIONAL STRATEGIES:

With a compass:

The students begin inside their hoop; the instructor calls out a color of hoop, a method of traveling, (e.g., galloping), and a direction to travel to and back to their hoop. To keep the activity moving, the instructor calls out the next hoop color, etc., as soon as the first group leaves and continues for each group. The instructor should give a new task for the initial group returning to their hoop and do the same with each ensuing group.

EVALUATION/MODIFICATION:

The children can place a given number of body parts in hoop while waiting for task.

Bring a real compass to class to show the students.

Try directions such as “northeast” to see how students respond.

BUNCH OF ANIMALS

OBJECTIVE:

To practice dynamic balance and movements that help flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open space [outdoors on grass, indoors on mat(s)].

EQUIPMENT/MATERIALS:

Large mat, polypots, rag strips.

CLASS ARRANGEMENT:

Scattered in general space using polypots, hoops, circles marked by tape or with white shoe polish to identify personal space.

SKILLS NEEDED:

Imagination, dynamic balance, and flexibility.

INSTRUCTIONAL STRATEGIES:

Floor or mat tumbling challenges:

Students should start moving around using the movements of the animals identified below. When "Call of the Wild," is called out by the instructor, students must return to their "den," "hole," "nest," etc. (polypot/area).

1. A frisky puppy sniffing about the neighborhood.
2. A puppy with a hurt paw going home to master for sympathy.
3. A bear walking through the woods, then rummaging through a trash dumpster.
4. Inchworm inching to another leaf (hoop/polypot).

5. Mule kicking within its stable.
6. Seal waddling around a rock (polyspot).
7. Walrus clapping.
8. Alligator scouting its swamp. Back to own personal space (polyspot).
9. Hand and knee scale
10. Knee scale
11. Jump turn
12. Swing ups
13. Thread the needle (24" rag strips can be held in hands—students can be assigned partners).
14. Log roll partner but be careful for log jams.
15. Egg roll, being careful not to scramble the egg.
16. Wring a wet dishrag.
17. Bouncing ball: one student squats and pretends to be a ball, the other student pretends to bounce the ball (partner) around the mat. The students should switch roles.

PLAYING “HOOPS” LESSON

OBJECTIVE:

To enhance dynamic and static balance and manipulative skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Multicolored, segmented hoops 4' to 6' in diameter.

CLASS ARRANGEMENT:

Scattered in general space, polypots, hoops, circles (marked with tape or white shoe polish) may be used to identify personal space.

SKILLS NEEDED:

Balance skills, rolling skills, initial tossing skills.

INSTRUCTIONAL STRATEGIES:HOOP CHALLENGES:

1. Students balance on one patch inside hoop with two points outside hoop.
2. Starting inside hoop, students jump up and then land with two patches landing outside hoop and three points landing inside hoop, simultaneously.

3. Students stand on an intersection of two lines on the floor and choose a line upon which to roll hoop. If a student meets another student rolling their hoop on the same line as they are on, the first student must stay to the right. If a student's line ends, the student should follow another line, e.g., a line of a different color.
4. At an intersection of two different color lines, students twirl hoop and then run clockwise around it.
5. Students backspin hoop then catch it as it rolls by.
6. After backspinning hoop, students lift it up with leg as it rolls past.
7. Same as #6 but students move hoop from leg to arm without the hoop stopping its spin.
8. Students toss hoop, cover eyes and have hoop land over student.
9. Same as #8 but students flip hoop.
10. Students spin hoop around a body limb, then try moving the hoop to another limb without stopping its spin.
11. With a partner, students roll hoops back and forth.
12. Students can try lightly tossing hoops back and forth.
13. Using one hoop between two students, one student should spin the hoop around an arm, then have the partner move in to take over the spinning hoop without it stopping.
14. Human horseshoes: one student begins with both hoops, their partner is three to four giant steps (meters) away in squatting position. By tossing the hoop, the thrower tries to have the hoop land over their squatting partner, switch roles.

BEAN BAG LESSON

OBJECTIVE:

To enhance throwing and catching skills, and dynamic and static balance ability.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cloth beanbags.

INFORMATION:

Use medium to large cloth beanbags to foster success.

CLASS ARRANGEMENT:

Scattered in general space, polypots (see glossary) or large hoops/circles (marked on floor with tape or white shoe polish) may be used to identify personal space.

SKILLS NEEDED:

Balancing objects, tossing and receiving skills.

INSTRUCTIONAL STRATEGIES:Beanbag Challenges:

1. Place the bag on a high patch (see glossary) and move about.
2. Students (in personal space) move the bag from this high patch to medium patch without using hands.
3. Students should flip the bag up from foot to hands. Repeat with other foot.

4. Flip the bag up from foot and have the bag land on a medium patch on body.
5. Students toss bags up, reach and touch the ground to their left, stand up and catch bag.
6. Same as #5 but touch to left, then to right.
7. Toss the bag up then catch it behind back; if caught, flip bag from back over the head so it can be caught in front of student.
8. Students toss bag in air and put arm through legs (from back to front) and catch the bag.
9. With a partner, students stand back to back and take one giant step away from each other. Using one bag, toss the bag over head to partner to catch it.
10. Same as #9 but students bend over and toss the bag between legs to partner.

Grade

2

LEVEL:
PRIMARY

BALLOON, SHUTTLECOCK AND SMALL BALL CHALLENGES

OBJECTIVE:

To enhance manipulative abilities, eye-limb coordination, depth perception, receiving objects, and movement sense.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Balloons, shuttlecocks, nylons, clothes hangars, plastic scoops, small Nerf balls or wiffle balls or rag balls, boom box and contemporary music.

INFORMATION:

The intent is to provide children with initial experiences with the patterns of movement with softer, child-friendly objects. These experiences will allow students to acquire the basal pattern of striking, eye-limb coordination, depth perception, receiving objects, etc.

CLASS ARRANGEMENT:

Scattered in shared general space, using polyspots to enhance personal space.

SKILLS NEEDED:

Basal striking patterns.

INSTRUCTIONAL STRATEGIES:

1. Balloon Challenges

Students locate a polyspot to perform the following tasks:

- a. Balance the balloon on a patch, then move it to another patch without using hands.
- b. Balance the balloon on forehead, then try standing up. Staying in place, bop and tap balloon using 10 different points of body each time it's touched.
- c. Students swat balloon high into the air, run away from home but come back home in time to catch it before it touches the floor.

2. Balloon and Racquets Challenges

The instructor distributes the racquets (made from nylons and clothes hangers) by color of balloon and starts the music.

- a. The students hold the racquet in their favorite hand, balance the balloon and count how old they are. Next, the students try to balance the balloon on their racquet with the other hand and walk around the neighborhood until the music is shut off.
- b. Students volley the balloon seven times in a row with their favorite hand then try seven times with the other hand. Students should try walking about volleying the balloon three times with one hand then three times with the other hand.
- c. Volley the balloon, let it bounce off a body part, volley it with the other hand, then bounce it off a different body part, etc.

Using a shuttlecock:

- d. Partner up with another person. Standing on a polyspot, have a student toss a shuttlecock to their partner. The partner taps it back for them to catch it. Volley it back and forth establishing a record; volley circles around partner in middle.

3. Ball and Scoop challenges

- a. Toss the ball up with non-favorite hand and catch ball in scoop held by favorite hand. Repeat 10 times and switch hands.
- b. Bending over, students can flip ball up behind body then catch it in front of body. Scoop it up, then switch hands to catch it as it comes down.
- c. Students should be partnered up. Toss and catch the ball with partner, switch hands. Scoop it back and forth, switch hands. Toss two balls simultaneously.

Grade

2

LEVEL:
PRIMARY

FILL-A-HOOP AND BLAST OFF

OBJECTIVE:

To develop and combine locomotor patterns into complex movements.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area with boundaries (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight to 12 hoops, tape/CD player with upbeat music, four bamboo poles, eight chairs, four sectional mats, eight polypots, four medium height cones with plastic hurdles (or thin bamboo canes).

CLASS ARRANGEMENT:

Scattered in shared general space with hoops also scattered within the area.

SKILLS NEEDED:

Basic locomotor patterns and listening skills.

INSTRUCTIONAL STRATEGIES:

Fill-A-Hoop

Students randomly move about when the music is playing. When the music stops, the instructor calls out a body part. Each child moves to a hoop and places that body part inside the hoop. After all have completed the task, the instructor calls out a method of traveling. Repeat the sequence with different locomotor skills.

Blast Off

Students are instructed to do the following:

- a. Go under an obstacle (bamboo pole across chairs or jump rope ends stuck in cones with mats underneath).
- b. Go over an obstacle (plastic hurdle, or bamboo pole resting on a medium height cone or chair).
- c. Jump from a two-footed take-off position.

The sequence is “under, over, blast off.” A minimum of four obstacles each is set up about the movement area. Use music to control the intensity and duration of the activity. When the music stops, the students stop. The instructor can require various locomotor patterns be used when getting from one obstacle to another.

Safety Consideration

Remind the children that the volume of movers and the intensity of the movement will be high when the music is playing. Efficient, safe movement must exist.

EVALUATION/MODIFICATION:

Faster music will result in faster activity, and playing the music longer will require greater cardiovascular effort.

SHIPWRECK

OBJECTIVE:

To utilize acquired locomotor patterns.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor) with lines on floor.

EQUIPMENT/MATERIALS:

Signs indicating sides of a boat (starboard, port, stern, bow), lines on floor.

INFORMATION:

The enjoyment and success of this activity is related to the energy displayed by the instructor or “Captain.”

CLASS ARRANGEMENT:

Scattered, sharing general space.

SKILLS NEEDED:

Basic locomotor patterns, ability to follow directions.

INSTRUCTIONAL STRATEGIES:

The object of this activity is to respond to the commands called out by the ship’s captain. The students should respond in mass to the following commands.

1. Inspection—stand upon a designated line saluting the captain.
2. Roll call—stand upon a designated line with hands folded behind back.

3. Hoist the Sails—jog in place repeatedly pulling down with both arms dramatizing the pulling of ropes that lift the sails.
4. Person Overboard—Lie on floor and dramatize “swimming.”
5. Eat in the Galley—Sit on floor and dramatize “eating.”
6. Slippery deck—Move about the floor dramatizing the difficulty of walking on a slippery deck.
7. Shark—Travel in a circle with a hand on top of your head indicating a dorsal fin.
8. Bow—Travel to the front of the boat and put hands on the wall.
9. Stern—Travel to the back of the boat and put hands on the wall.
10. Port—Travel to the left side of the boat and put your hands on the wall.
11. Starboard—Travel to the right side of the boat and put hands on the wall.
12. Scrub the Deck—Dramatize “mopping.”

EVALUATION/MODIFICATION:

With younger children, start with a few commands.

Grade

2

LEVEL:
PRIMARY

HOOPER

OBJECTIVES:

To stimulate the cardiovascular system, and enhance socialization and locomotor skills.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area with boundaries (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four to five soft tagging objects (large pieces of sponge or Nerf balls), six to eight hula hoops.

INFORMATION:

Activities such as this are used as a lead to any movement-oriented lesson or closure.

CLASS ARRANGEMENT:

Scattered in shared general space with hoops scattered around.

SKILLS NEEDED:

Basic locomotor patterns, dodging and chasing.

INSTRUCTIONAL STRATEGIES:

The object of this activity is not to be tagged. Designate four to five students to be “it” (taggers). Students who are “it” are given a Nerf ball. Randomly give other students the hula hoops. The goal of the taggers is to tag other children. Children who are tagged must squat down with arms up to protect head, especially the ears, and wait until a classmate places a hoop over them. This action frees the child who was previously tagged. Any child who is free may place a hoop over a child who has been tagged. Taggers may not tag those with hoops; taggers may not wait near those waiting to be freed. The game is self-perpetuating; a teacher may want to designate new taggers after a specified time.

EVALUATION/MODIFICATION:

After the stop signal is given, children close their eyes and open their hands. Taggers place soft tagging object in hands of someone with their eyes closed. Safe running without collisions should be emphasized.

Grade

2

LEVEL:
PRIMARY

HAMMER TIME

OBJECTIVE:

To develop rhythmical movement patterns.

LIFE SKILL:

To promote physical activity, exercise, and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Soft tagging objects, boundary markers (if outside), boom box with “hip hop” music.

INFORMATION:

This is a dynamic activity that blends a simple dance pattern into a chase game.

CLASS ARRANGEMENT:

Scattered in shared general space.

SKILLS NEEDED:

Basic locomotor patterns, ability to recognize a beat, dodging and chasing.

INSTRUCTIONAL STRATEGIES:

The objective of this activity is to travel about without getting tagged.

If tagged, student must stop and raise right hand in the air. A classmate will come over and give a “high five.” Turn so right sides are to each other, then slap down low, then turn and face each other for a forearm with right arm, forearm with left, high ten, circle your arms around to slap down under one of your legs, then double point to each other saying “Hammer Time.” Elevate shoulders.

After completing the routine the student is free to travel. Instructor stops the activity every two minutes or so to find new chasers, then another round is played. Four to five rounds should suffice.

Remind the students that the volume of movers and intensity will be high during the chase activity; that efficient, safe moving must exist.

EVALUATION/MODIFICATION:

Taggers are asked not to stand near children performing the routine so to tag one of them just as they finish the routine.

NEUTRONS, PROTONS, ELECTRONS

OBJECTIVES:

To enhance the cardiovascular system, locomotor patterns and develop an understanding of the reaction that occurs between like and unlike charges.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Tagging objects of different colors to represent five neutrons, half of the class as electrons, half of the class as protons.

INFORMATION:

After physics information is presented this activity can be used to strengthen understanding of the concepts behind positive and negative charges.

CLASS ARRANGEMENT:

Scattered in sharing general space.

SKILLS NEEDED:

Basic locomotor patterns, dodging and chasing.

INSTRUCTIONAL STRATEGIES:

The object of this activity is not to be tagged by the neutron; if tagged, students must switch tagging objects. Students are safe from the neutrons when electron (tagging object held in hand) is in contact with a proton (tagging object held in hand of classmate). The color of the objects representing electrons are all one color, color of objects representing protons are all one color but different color than electrons, and the color of objects representing neutrons are all one color but different from electrons and protons. The neutrons (chasers) may not wait near an electron and a proton in contact to tag them. An electron and a proton may only be in contact for three seconds.

EVALUATION/MODIFICATION:

Observe students that have been chasing for too long; casually arrange for a classmate to switch roles with him or her.

HEART RUN

OBJECTIVE:

To understand the blood flow through the heart.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Pylons to make a diagram of a heart, one pylon to represent the lungs, tape labels for the parts of the heart, one for the body and one for the lungs.

INFORMATION:

The physical activity will provide students the opportunity to see how running can improve their cardiovascular fitness. The students will understand the flow of blood through the heart.

SKILLS NEEDED:

Pulse monitoring, running, skipping, hopping, and jumping motor skills.

TEACHING STRATEGIES:

1. The instructor demonstrates to the students how the blood travels through the heart by walking through the heart-shaped diagram. Students should repeat the parts of the heart as the instructor goes through it. The demonstration should include the entire blood flow from the body, to the heart, to the lungs, back to the heart, and then the body. Repeat the procedure if necessary. Students should repeat the parts again.
2. The students should take their pulse before starting the activity. The students can take their pulse for ten seconds; help them multiply the pulse by six and write it down.
3. Five students can walk through the diagram and the rest of the class can call out which part they are going through. The five students can take their pulse and write it down. Continue until all the students have gone through the diagram.

4. Five students run through the diagram and take their pulse and write it down. Continue until all the students have run through the diagram.
5. Lead a discussion about what happened to their heart rates. Ask the students if they felt different when they went through the diagram.
6. If time remains, ask for a couple of volunteers to run through the diagram twice in a row. Take their pulse. Is it different from their other heart rates? Discuss why or why not. Discuss running for an extended time and how it will improve their cardiovascular fitness.

EVALUATION/MODIFICATION:

You may change the ways in which the students go through the diagram. You can have the students hop, skip, or jump through the diagram.

RESOURCES:

DeBakey M.E., Heart (Ed.), The World Book Encyclopedia (Vol. 9, pp. 132-141). Chicago: World Book, 1985.

Grade

2

LEVEL:

PRIMARY

SKIPPING

OBJECTIVE:

To enhance cardiovascular endurance by practicing an efficient skipping technique.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Skipping ropes, one per student.

INFORMATION:

A number of recent exercise studies with children have shown that rope jumping (skipping) may be a very effective way to achieve expediently the target heart rate (THR) range. It may, however, be too strenuous for some students in the class. Walking and jogging activities should precede the rope jumping program for those students having difficulty.

CLASS ARRANGEMENT:

Tree formation; students are spread at a rope "arch" distance.

SKILL NEEDED:

Two-footed step.

INSTRUCTIONAL STRATEGIES:

1. **Skipping Technique**
To determine the correct length of the rope, each child should stand in the center of the rope. If the rope is long enough, it should extend from armpit to armpit. An incorrect length will adversely affect skipping performance.

Hold ends of the rope loosely in fingers with thumbs pointing to the side with elbows close to the side of the body. To start rope turning, swing the arms and shoulders in a circular motion; once the rope begins to follow a circular motion, all further action should be initiated from the wrists and fingers.

2. The cardiovascular program goal is three minutes of continuous skipping. There are three progressive variations to achieve this goal:

a.

skip 50 sec.	rest 15 sec.
skip 50 sec.	rest 15 sec.
skip 50 sec.	rest 15 sec.
<u>skip 30 sec.</u>	<u> </u>
total 3 min.	total 45 sec.
skipping	rest

b.

skip 1 min.	rest 15 sec.
skip 1 min.	rest 15 sec.
<u>skip 1 min.</u>	<u> </u>
total 3 min.	total 30 sec.
skipping	rest

c.

skip 1.5 min.	rest 15 sec.
<u>skip 1.5 min.</u>	<u> </u>
total 3 min.	total 15 sec.
skipping	rest

Grade

2

LEVEL:
PRIMARY

ORIENTEERING

OBJECTIVE:

To enhance map reading skills through a relay game.

LIFE SKILL:

To promote physical activity, exercise, and good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

The activity focuses on map symbol identification skills.

CLASS ARRANGEMENT:

Class is divided into four groups.

SKILL NEEDED:

Ability to identify all symbols included in the orienteering map symbol game.

INSTRUCTIONAL STRATEGIES:

1. Check to see if students can identify map symbols included in the game.
2. The orienteering map symbol game consists of four sheets illustrating various map symbols. One sheet is used by each of the relay teams. Separate the symbols where perforated to keep each color in the set. Spread one set of symbols on the floor, face up, in front of each team at a suitable distance (100 feet). Give each leader a symbol card which is a start card. All of the leaders should receive the same symbol. When the leader receives the start card, for example, with the map symbol re-entrant drawn, he/she flips it over and finds that he/she must identify the map symbol for the railway as printed. He/she then runs to the area where the symbol cards are located, finds the card illustrated railway and places the start card face up with the rest of the cards and returns the new card illustrating railway to the person next in line. This is continued until the original symbol for the re-entrant or the start card in other cases has been identified.

RESOURCES:

Orienteering Services USA, P.O. Box 1604, Binghamton, NY 13902, Phone: (607) 779-2264.

SIT AND SPIN, FOUR CORNERS AND SALUTE THE CAPTAIN

OBJECTIVE:

To enhance locomotor patterns.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Tape or CD player with upbeat music, four cones.

CLASS ARRANGEMENT:

Scattered in shared general space.

For “Four Corners” a quarter of the students start at each corner (marked by cones to form a large rectangle/square).

SKILLS NEEDED:

Basic locomotor patterns, previous spinning experience.

INSTRUCTIONAL STRATEGIES:

Sit and Spin (should only be performed indoors on smooth floor)

Students travel around the area performing various locomotor patterns called out by instructor, e.g., hop, skip, walk, etc. When instructor calls a letter, children continue to travel using the locomotor pattern previously called; when the instructor calls a number, each child stops, sits, and spins around holding knees. Students resume traveling about when the teacher calls a different locomotor pattern. The children reverse the direction of spin for each subsequent number.

Four Corners

One cone is placed in each corner of the activity area. Taped to each cone is a picture or word that conveys a locomotor pattern. A quarter of the children start at each cone. All move in the same direction from cone to cone. As they pass each cone they change their locomotor pattern to match the locomotor movement taped to the cone. Passing other children is permitted only on the outside of the person.

Salute the Captain

The children are scattered (use poly spots for personal space) facing instructor. The children, staying in their personal space, copy movements performed by the instructor. When the instructor stops and comes to attention, all must stop and "salute the captain." The instructor resumes doing more movements and the children copy. The success of this activity is directly related to the energy level and creativity of the instructor.

LONGFELLOW ELEMENTARY BICYCLE RODEO

OBJECTIVES:

To become familiar with bicycle safety rules and be able to demonstrate hand signals, balance, stopping, and straight line control.

LIFE SKILLS:

To promote physical activity, exercise, good mental health and personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Bicycle for each student, stop watch, chalk.

INFORMATION:

It is important that each bicycle is equipped with a headlight, taillight, reflectors, bell or horn, and a safety flag. Once your bicycle is properly equipped it is important to know the proper hand signals and to choose safe routes.

TEACHING STRATEGIES:

1. Brainstorm with students what bicycle safety rules are. Invite a local enforcement officer to discuss the local bicycle safety regulations. You may want to do this the day before class in order to leave more time for the bicycle rodeo.
2. Discuss with students the importance of equipping a bike with headlight, taillight, reflectors, bell or horn, and a safety flag.

3. Model proper hand signals. Assess that students understand by having them demonstrate proper hand signals when announcing “right” or “left.”
4. Hold a bicycle rodeo with four events:
 - a. Demonstration of hand signals. Students go through course #1 and use proper hand signals.
 - b. Balance at slow speed.
 - c. Stopping. Students must stop at no more than one foot before the marked line.
 - d. Straight line which includes: control/maneuvering, weaving/circling, and change of direction.

EVALUATION/MODIFICATION:

Ask students what was difficult or what was easy for them. What made the difference? Slowing down, concentrating, practice, etc.

RESOURCES:

Usually in the spring there are handouts available regarding bicycle safety at your local police station.

PROUD OF MY FOOD CHOICES

OBJECTIVE:

To understand the importance of making good food choices.

LIFE SKILL:

To promote proper nutrition and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Proud Peacock handout (see Grade 2 handout masters), crayons or colored pencils.

INFORMATION:

The depiction of the five food groups in the graphic of the Food Guide Pyramid is becoming familiar. However, children often find other graphics interesting and motivating. Children will often find motivation to make wise food choices when they do some simple form of dietary assessment. They feel more control if they can make personal goals to make sound eating choices, and then have a tool to check their progress. This process should be as confidential as children want it to be, although support from a teacher (and sometimes peers) is often helpful in reaching eating goals.

SKILLS NEEDED:

Knowledge of the five food groups and the foods specific to each group.

INSTRUCTIONAL STRATEGIES:

1. Review the five food groups and list some foods in each group. Discuss that many lessons portray minimum servings for each group, but this lesson gives the opportunity to see how many servings in each group a person might choose if he/she was larger or more active.

2. Pass out the Proud Peacock handout. Explain that the handout will be the tool they will use to keep track of their eating choices for one day. Stress that their work will not have to be shared with the class. It is helpful for us to remember what we eat to make our food choices wisely. Note that we feel good about our food choices or “proud as a peacock” when we choose foods that keep us healthy. Also note that the many colors of the peacock’s tail remind us to eat foods every day that are of different colors in order to eat a variety.

EVALUATION/MODIFICATION:

This lesson is one that lends itself to parental involvement at home. Children can take their handout or a clean copy home to be placed on the refrigerator. The worksheet could also be laminated for children to reuse.

RESOURCE:

Worksheet from: Healthy Choices for Kids, Wenatchee, Washington: The Growers of Washington State Apples, 1992.

PERSONAL EATING GOALS

OBJECTIVE:

To understand the variety of foods available from the five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Eat the Five Food Group Way handout (see Grade 2 Handout Masters).

INFORMATION:

Information about the five food groups to be reviewed for this lesson should include the nutrients, health benefits, number of servings for children and for adults, a list of some foods in the food group, and serving sizes.

INSTRUCTIONAL STRATEGIES:

1. Introduce or review the five food groups using the Eat the Five Food Group Way handout with the children. Note especially the health benefits of each food group.

2. Teach children the following cheer:

Give me an “M” (clap), give me an “I” (clap), Give me an “L” (clap), Give me a “K” (clap);
MILK for strong bones—to play all day.

Give me an “M” (clap); repeat with “E,” “A,” “T”; Meat for strong muscles—that’s for me.

Give me a “V” (clap), give me an “E” (clap), give me a “G-G-I-E” (clap); Veggies are going
to help me see.

Give me an “F” (clap), give me an “R” (clap), give me a “U-I-T” (clap); Fruits will heal any cuts on me.

Give me a “G,” give me an “R” (clap), give me an “A-I-N” (clap); Grain for energy for the game.

3. Using the handout, have students draw an illustration in the blank star in each food group to show how that food group keeps the body healthy.
4. Children can make a plan to take responsibility to choose foods which provide the health benefits of nutrients they have drawn.

EVALUATION/MODIFICATION:

Students can develop their own cheers for the Five Food Groups.

RESOURCE:

Adapted from: Eat the Five Food Group Way!, Rosemont, Illinois: National Dairy Council, 1993.

DIFFERENT PLACES/ DIFFERENT GRAINS

OBJECTIVE:

To identify multicultural grain foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Large world map or globe, tape or tacks, magazines, Grain Foods handout (see Grade 2 Handout Masters).

INFORMATION:

Grain foods is a term for the foods found in the Bread, Cereal, Rice and Pasta group of the Food Guide Pyramid. The minimum recommended daily servings is six. Grain foods include not only bread, rice, cereal and pasta (noodles, spaghetti, macaroni) but pancakes, waffles, matzos, muffins, tortillas, corn bread, bagels and crackers. Grain foods provide vitamins, minerals, protein, and fiber. The most plentiful vitamins are the B vitamins that help keep muscles and nerves healthy, and help children run, read, write, and think. To make sure people get enough grain foods they must eat at least six to 11 servings a day. Six to 11 servings seems like an abundance, but having a bowl of cereal and a slice of toast for breakfast provides two servings. A sandwich for lunch contains two more servings, and rice and a roll for dinner adds two for a total of six servings. Crackers or cereal as a snack adds more. It is important to vary the kinds of foods eaten in the grain group. This lesson provides information about a variety of grain foods which have their origin in other countries.

SKILLS NEEDED:

Map skills.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of grain foods with children and the number of servings and serving sizes needed daily for children. Try to use the Food Guide Pyramid.
2. With students working in groups of three to five, assign each group a geographical region: North America, South America, Europe, Africa, Asia, Australia, South Pacific, Central America, Middle East. Using the handout, have the children find one grain food picture from a country in their region. The children can cut out the pictures and attach them to the map.

The countries and their foods are: Argentina - pasta, rice; Australia - biscuits (cookies); China - rice; England - English muffins; France - French bread; Germany - rye, pumpernickel; Israel - bagel; Italy - pasta; Japan - rice; Mexico - tortilla; Nigeria - rice; Syria - pita bread; United States - cereal, bread.

EVALUATION/MODIFICATION:

Display of grain foods from other countries and allow the students to taste the foods.

RESOURCES:

Adapted from: Healthy Growing Up. Oak Brook, Illinois: McDonald's Corporation, 1992.

MAKE A SNACK

OBJECTIVE:

To demonstrate safe cooking techniques and learn healthful snacking ideas.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Depending on recipe used, food and utensils appropriate to activity.

INFORMATION:

Children have high energy needs and should eat frequently. Most children need two to three healthy snacks in addition to breakfast, lunch and dinner. A good idea is to use snacks as a way to help children get the servings they need from the five food groups.

Cooking in the classroom can make nutrition lessons come alive. It also reinforces math, science, social studies and language arts concepts. If a classroom cooking center or school kitchen is not available, parents could be asked to donate utensils and cookware. Remember to discuss hygiene (handwashing, etc.), safety (knives, hot pots, burners), and manners.

Themes for special cooking events can include "Making Health Snacks," "Breakfast at School," "PotLuck Lunch," and "Around the World Snacks." Students might also like to compile a classroom cookbook with recipes made in school.

SKILLS NEEDED:

Stirring, simple cutting, spreading, handwashing.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of eating healthful but delicious snacks between meals.
2. Choose one or more of the recipes to have students make and eat. Discuss the food groups each food item comes from.

RESOURCE:

Adapted from: Journey to the Health Zone, Weight Watchers International, 1991.

WATER IS IMPORTANT

OBJECTIVE:

To understand that water is an essential and good choice for a drink.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Water Riddle Worksheet, pencils, oranges and orange juicer (optional: lettuce leaves, some fresh and some dried in the sun).

INFORMATION:

Water is a very important nutrient. A man could live for two months without food, but would die in six days if deprived of water. People need to ingest a little more than eight cups of water each day. Water is obtained from fluids and from solid foods. Many solid foods contain a large amount of water. For example, lettuce is 96 percent water, oranges are 86 percent water, and potatoes are 80 percent water. All tissues in the body are made of water. Water is necessary for the process of digestion, and it helps break complex nutrients into simpler components. Water is an especially important nutrient for athletes since they lose large amounts of fluid in perspiration and exhalation. Children who participate in sports should drink before, during, and after exercising. Special sport drinks are not necessary as water is best for children. Since thirst is not always an accurate indicator of fluid needs, athletes need to make a conscious effort to replace fluids.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of water to our bodies and that foods can have from 0 percent to 96 percent water content. (If available, show lettuce leaves that have been left in the sun; most of the leaf is gone because the water has evaporated. Compare to fresh lettuce leaf.) Remind students that even though we eat foods containing water, we must drink water and other beverages during the day. Water needs increase as temperature and activity increase. Children can brainstorm when they would need to drink more water than normal.

2. With one or more oranges, demonstrate the water content of oranges by having students make orange juice.
3. Students should complete the handout according to the directions. After they find the answer, ask how they plan to increase their water intake for the next few days.

EVALUATION/MODIFICATION:

Food items could be brought in to display different water contents of solid foods with children ranking them from highest to lowest percentage of water content.

RESOURCE:

Adapted from: Nutrition Smart!, The Center for Applied Research in Education, 1991.

MUSICAL FOODS TO GROW

OBJECTIVE:

To know and categorize foods in each of the food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom

EQUIPMENT/MATERIALS:

Chairs, cut out pictures of food from magazines or reproducibles.

INFORMATION:

Different foods help us grow in different ways. Some foods help bones grow long and strong; some foods help muscles become strong, keep skin smooth, make hair shiny and make teeth and nails strong and healthy looking. To be certain that food helps us grow properly, it is very important to eat many different kinds of food. All food comes from either plants or animals. The plant foods include vegetables, fruits which are good for our eyes and skin, and grains that give us energy. The animal foods include dairy products, as well as red meat, fish, chicken, turkey and eggs. Milk and cheese foods help bones and teeth grow. Red meat, fish, chicken, nuts, eggs, and dry beans help keep our skin, teeth, nails, bones, hair and muscles healthy.

INSTRUCTIONAL STRATEGIES:

1. Place chairs in a large circle. Tape a picture of a food on the chairback (front) of the chairs. (Use at least four foods from each food group.) As you tape a picture to a chair, hold up the picture and have the students identify the food and determine in what food group it belongs.
2. The children walk inside the circle of chairs as the teacher recites: "Vegetables, fruits and breads, you know; Milk or meat, they all help you grow." The instructor calls out one of the five major food groups. When the group is called, the students sit in a chair portraying that

food group. Once one child is seated, the remaining children sit on the lap(s) of these children. Review the foods on the chairs in which they have chosen to sit. Repeat. A child could be chosen to recite the rhyme and call out a food from the food groups.

RESOURCE:

Adapted from: Healthy Growing Up, Oak Brook, Illinois: McDonald's Corporation, 1992.

EVERYBODY NEEDS FOOD

OBJECTIVE:

To classify foods into the five food groups according to the Food Guide Pyramid.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Food Guide Pyramid model (see Grade 2 Handout Masters), scissors, tape or glue.

INFORMATION:

We need food and water to be healthy, to grow, and to have energy for work or play. Foods have nutrients that help us for all of these reasons. For example, milk and meat have protein, which helps us grow. Vegetable and fruit groups give us vitamins and minerals that help us to be healthy. Bread group foods give us carbohydrates which give us energy. We need to eat foods from the five food groups to get the nutrients we need.

INSTRUCTIONAL STRATEGIES:

1. Explain to students we need food and water to be healthy. Ask students to respond and list the reasons they eat food and drink water. Explore what would happen if we did not have energy, could not grow or were not healthy. Briefly explain the nutrients given to us by the five food groups, and review the names of the food groups.
2. Distribute the model of the Food Guide Pyramid to each student. Students should note the food group names and the pictures of food in the group areas. Students can draw a food they like that fits a food group. (This could be modified to include a parent's favorite food, a new food tried in this food group or a food to try in this food group.) Students write

the reasons why they need food in the tab space located below the bread group on each pyramid side. The reasons are “to grow, to be healthy, and to have energy.”

3. Students can cut out the pyramid model and tape or glue the model together. Encourage students to use this model to remember to eat foods from each food group each day.

EVALUATION/MODIFICATION:

Students could color the food groups in the Food Guide Pyramid model to reinforce the idea of eating foods of many colors for variety in the food groups.

RESOURCE:

Adapted from: Delicious Decisions, Westmont, Illinois: Dairy Council of Wisconsin, 1992.

BALANCING THE FOOD PYRAMID

OBJECTIVE:

To identify the number of recommended servings needed daily from the five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Food Fundamentals handout (see Grade 2 Handout Masters).

INFORMATION:

Foods from every food group provide building blocks for our bodies. A variety of foods provide different nutrients. Since our bodies cannot make nutrients, it is important to choose foods from every group to obtain the necessary nutrients. The building block concept fits well into the Food Guide Pyramid graphic. Cartoon characters can help tell children the importance of number of servings from each food group, as well as why those foods are important to the body.

Note—The Food Guide Pyramid guidelines recommend a minimum of two servings of foods from the Milk, Yogurt, and Cheese Group. However, many educational materials for children recommend three servings because of the importance to children of calcium and other nutrients found in these foods.

INSTRUCTIONAL STRATEGIES:

Using the Food Fundamentals handout, review with the children the names of the five food groups. Note that each cartoon character indicates how many servings of each of the groups is the minimum recommendation. Children can draw favorite foods from that food group in the pyramid block, and share their answers in a small or large group. To reinforce the number of recommended minimum servings, have students make a people pyramid.

Eighteen children can choose which of the five food groups (plus fats, oils, and sweets) they want to portray and have them find their place in the pyramid. The bottom row (Bread, Cereals, Rice and Pasta Group) has six students sitting on the floor, the second row (Fruits and Vegetables Group) has two students and three students kneeling on the floor, the third row (Milk and Meat Groups) has three students and two students standing sideways, and the top row (Fats, Oils and Sweets) has two students standing with arms stretched over their heads.

EVALUATION/MODIFICATION:

Children can think of other creative ways to graphically depict the servings recommended from the five food groups in the Food Guide Pyramid.

RESOURCE:

Adapted from: The American Dietetic Association, Food Fundamentals, Oak Brook, Illinois: McDonald's Corporation, 1993.

FOOD RELAY

OBJECTIVE:

To understand the importance of good nutrition and how it helps the body function properly.

LIFE SKILL:

To promote physical activity, exercise and proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Note cards labeled with different types of foods.

INFORMATION:

This lesson may be presented within 15 to 25 minutes. The relationship between the food we eat and how our body functions go hand in hand. The food we consume is fuel for our bodies. What we eat can either provide good fuel or bad fuel. It is important to fuel our bodies with foods full of vitamins and nutrients. Eating these types of foods will serve in enhancing our cardiovascular endurance. If we eat foods that are high in fat or sugar, our bodies become sluggish and react more slowly.

INSTRUCTIONAL STRATEGY:

Divide the students into five teams and have each team line up facing forward at one end of the room. At the opposite end of the room, have five sections of cards laid out with various types of food either labeled or pictured as “nutritious” or “junk.” Each member of each team must run up to the pile and pick out a nutritious food, run back to the team and tag the next person who repeats the process. The team which finishes first and has the most nutritious foods gathered wins.

EVALUATION/MODIFICATION:

The game can be stopped for further discussion on the importance of good fuel for our bodies. The teacher will be able to tell the level of understanding of the concept by the students by the foods they choose.

Grade

2

LEVEL:
PRIMARY

HEALTHY CHOICE TAG

OBJECTIVE:

To understand food groups and necessary number of daily servings.

LIFE SKILL:

To promote physical activity, exercise, and proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

A beanbag for each student, basket or bucket, large garbage pail, masking tape.

INFORMATION:

The Department of Agriculture developed a food pyramid according to the latest federal dietary guidelines. The guidelines recommend two to three servings of milk products, two to three servings of meat and protein products, three to five servings of vegetables, two to four servings of fruit, and six to 11 servings of bread per day.

TEACHING STRATEGIES:

1. Divide the area into two sections. On one side, make a circle on the floor (four to six feet in diameter). Place the garbage can in the center of the circle. On the other side of the area place a basket or bucket full of beanbags.
2. Disclose to the students the names of the food groups and how many servings of each group are needed daily. This is a fun game to help students remember serving numbers.
3. Depending on class size, students should be divided into the different food groups. For example, have between three to five vegetables and six to 11 grains. Two children are chosen to be food bandits.

4. The students line up on the side next to the beanbags. The teacher calls out a food group. Students identified in that food group must run and grab a beanbag. Their job is to try and get past the food bandit and toss the beanbag into the garbage can. The food bandits can either catch the beanbag or tag the student. Neither can cross the masking tape barrier to the other side of the area. If the student is tagged or their bag is intercepted, he/she places their beanbag back in the basket and joins the food bandits. The teacher continues calling food groups until all of the beanbags are gone or all of the students are bandits.
5. If time permits, play another game starting with different food bandits.

EVALUATION/MODIFICATION:

At the end of class ask the children to identify the food groups. The game can be made more difficult by having the students shout out a specific food in their group before being able to pick up a beanbag.

RESOURCE:

The Department of Agriculture has other information available on the Food Pyramid.

TAKE CARE OF THOSE TEETH!

OBJECTIVE:

To demonstrate how sugars and acids weaken substances containing calcium; to learn how to make toothpaste.

LIFE SKILL:

To promote good nutrition and dental health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with work space.

EQUIPMENT/MATERIALS:

Baking soda, peppermint, wintergreen and/or cinnamon oil, cardboard, plastic or tin containers, salt, tooth, can of Coke or other cola.

INFORMATION:

One of the most common child health problems today is dental neglect. There is an urgent need for better dental health education and services in the elementary schools.

CLASS ARRANGEMENT:

Large group gathered for demonstrations; individual work space for hands-on projects.

SKILLS NEEDED:

Brushing and flossing teeth.

INSTRUCTIONAL STRATEGIES:

All or any part of the following strategies may be utilized.

1. Invite a dentist or hygienist to class to demonstrate proper brushing and flossing technique.

2. Tooth decay experiment. To demonstrate how acids and sugars weaken teeth enamel, place tooth in bowl of Coke (or other cola) for about 24 hours. The tooth should be examined before and after the experiment. The tooth should become softer as the liquid decalcifies the tooth.
3. Demonstrate to students how to make toothpaste. Each student needs a small container from home to mix the following ingredients: one tsp. salt, two to three tsps. baking soda, one to two drops of peppermint, wintergreen or cinnamon oil.
4. Students can make a decorated toothbrush holder out of cardboard, plastic or tin container.

EVALUATION/MODIFICATION:

Activity can be extended to making a toothbrush holder using cardboard, plastic or aluminum containers.

Grade

2

LEVEL:

PRIMARY

ABCs FOR FUN IN THE SUN

OBJECTIVE:

To understand ways to protect the skin from the sun using the alphabet.

LIFE SKILL:

To promote disease prevention and personal safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Blackboard, sunblock (15 or higher), magazines to cut out, crayons.

INFORMATION:

The skin is the body's largest protective organ. The outer layer of skin is called the epidermis and is composed of two types of cells which produce keratin and melanin to protect the skin from the sun.

There are three skin types, high sensitivity, average sensitivity and low sensitivity. The sun beams energy to the earth in rays of heat (infrared rays), visible light and ultraviolet light. Two types of ultraviolet light call UVA and UVB reach the earth's surface. UVA has no known helpful effects on human skin, and UVB has only one, to activate the production of vitamin D. At the same time UVB causes tanning and damages the skin cells in which it is trapped. Severe sunburns in childhood may be related to the development many years later of the most dangerous kind of skin cancer, melanoma. UVA is linked to damaging the dermis, causing wrinkles and loss of elasticity making the skin look old.

CLASS ARRANGEMENT:

Semi-circle around blackboard and desk work.

SKILL NEEDED:

Ability to tell time.

INSTRUCTIONAL STRATEGIES:

1. Discuss if school was dismissed today at noon and the whole school was going to Hawaii. With three hours to get ready, what will be taken along? (Write responses on board.) What has been forgotten?
2. Make sure "sunblock" is on the board and circle it. The objective today is sun protection. Who needs it? When? Why?
3. Elicit the positive and negative effects of sunlight from the students. List on board. Be sure sunburn is included. Ask the students if any of them have been sunburned. Ask them to describe sunburn, where they were when it happened, etc.
4. Draw the face of a clock on the board. Discuss the hours of greatest intensity from the sun, 11:00 a.m. to 3:00 p.m. Call this "Protect Time."
5. Discuss ways to put a block between people and the sun (clothing, umbrella's sunblock, hats). Demonstrate sunblock (at least #15 SPF).
6. Cut pictures from magazines of people engaged in an outdoor activity and have students recommend sun protection for them (including hats, clothing, umbrellas, sunblock).

EVALUATION/MODIFICATION:

Later in the year around summer break, color and decorate tee shirts or hats for summer. Provide hats, sunglasses, tee shirts for fun "dress up" in the classroom.

RESOURCE:

American Cancer Society

Grade

2

LEVEL:
PRIMARY

BUILDING FAMILY STRENGTH

OBJECTIVE:

To identify and practice skills for building lasting and meaningful family relationships.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Empty half-gallon milk cartons, paper, crayons/markers.

INFORMATION:

Discuss the importance of belonging to a family.

A family can provide acceptance, love, and support.

A family provides a place where you can learn, grow, develop, and share.

Each family member has a responsibility to other family members to be the best family member that he/she can be.

INSTRUCTIONAL STRATEGIES:

1. The milk cartons are to be used for building blocks. Write each of the following words on a piece of paper and glue it on a block.

caring	loving
listens	loyal
shares	chores
manners	helps
warm	cheerful
respects	responsible
honest	trustworthy
interests	spends time

Others can be added as the class suggests them.

2. Discuss each of the blocks, asking the class to tell how the words on the blocks relate to being the best family member that a person can be.
3. Students can build a pyramid with the blocks; they have to select the blocks for the bottom of the pyramid that are needed for a firm foundation and build upwards. Students can explain why they planned the blocks the way they did.
4. Remove one of the blocks from the foundation. What happens? What happens when family members do not put forth their best efforts in their family relationships?

EVALUATION/MODIFICATION:

Students can pretend to hold a contest to select a person who is an outstanding family member. Students can write an ad announcing the contest and how to nominate a family member. Students must also write a clear description of how nominations will be judged.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. Blacklick: Meeks Heit Publishing Company, Inc.

Grade

2

LEVEL:

PRIMARY

FAMILY CONNECTION

OBJECTIVE:

To describe how family members influence the health of other family members.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Two jars of water, red food coloring, blue food coloring.

INFORMATION:

Wellness behaviors or healthful behaviors are actions that promote health and prevent injuries and illnesses. Risk behaviors are actions that threaten health and increase the likelihood of injuries and illnesses.

INSTRUCTIONAL STRATEGIES:

1. Select a jar of water. Explain that the jar of water represents the family unit. Show the class the red food coloring and let them know it represents the healthful behavior of one family member. Students can give examples of healthful behaviors that a family member might choose such as exercising every day, eating balanced meals, driving an automobile safely, and answering the phone safely. Put a drop of the red food coloring into the jar of water. Soon it will color the water in the jar. Ask students what has happened. Have students explain how healthful behaviors of one family member can affect the family unit.
2. Hold the other jar of water and the blue food coloring. Explain that the blue food coloring represents the risk behavior of one family member. Students can give examples of risk behaviors that a family member might choose such as drinking too much alcohol, smoking cigarettes, eating too many fattening foods, and forgetting to lock the doors to the house. Put a drop of the blue food coloring into the jar. Ask students what has happened. Have students explain how risk behaviors of one family member can affect the family unit.

EVALUATION/MODIFICATION:

Students can identify five healthful behaviors they will choose to affect their families in a positive way.

Students can identify five risk behaviors they will avoid to protect the health and safety of their family unit.

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*. TM Blacklick: Meeks Heit Publishing Company, Inc.

Grade

2

LEVEL:
PRIMARY

FAMILY RESPONSIBILITIES

OBJECTIVE:

To learn the importance of all family members contributing to work within the household.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Chores are part of taking responsibility in a family. Whether in a household or schoolroom, there are always work/chores to be done.

INSTRUCTIONAL STRATEGIES:

1. With help from the class, list all the work that must be done at school during the night so the classroom is ready in the morning.
2. With help from the students, list all the work the teacher does to get the room ready for teaching/learning to occur.
3. With the class, list what the students are expected to do in the room and school so the facility is ready for teaching/learning to occur.
4. The students should help list what they are expected to do in their home. As items are listed, a chart or graph could be developed, i.e., 75 percent of the class are responsible in their homes for making their beds, 25 percent for folding laundry, 50 percent for loading the dishwasher, etc.

EVALUATION/MODIFICATION:

As family homework, students could ask their parents what chores they did as children. The results could be tabulated and compared to what the class said they do—chores of today versus chores of yesterday.

RESOURCE/ACKNOWLEDGEMENT:

Meeks, L. and Heit, P., Totally Awesome Strategies for Teaching Health. Blacklick, Ohio: Meeks Heit Publishing Company, 1992.

Grade

2

LEVEL:

PRIMARY

COMMUNICATING FEELINGS

OBJECTIVE:

To be able to write about personal feelings.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, writing utensils, colored paper, scissors, tape, crayons, vocabulary words (feelings list).

INFORMATION:

“Holding in” feelings can precipitate stress. Stress is then turned into physical symptoms such as headaches, ulcers, and high blood pressure. These ailments can be seen in younger children. Children may show stress by constant daydreaming, crying, anger directed toward self and others, and by extreme shyness.

CLASS ARRANGEMENT:

Each student should create a book (journal or diary) that will be their own. Explain to class that they can show the cover of the book to anyone, but what they write is private, unless they want to show it to parents or friends.

INSTRUCTIONAL STRATEGIES:

Put a “feeling” word on board. Have class discuss the meaning of the word and discuss in class what the feeling is and when we usually have this feeling. Talk about ways to handle the feeling positively. Students can write something about themselves using the word in their journal. This can be done as frequently as possible, using a different feeling word each time.

EVALUATION/MODIFICATION:

The vocabulary “feeling” word could be used in several different ways. Students could draw what they think a person with this feeling looks like, what happens in their family when a person experiences this feeling, or what one should do when they see someone else experience this emotion.

Grade

2

LEVEL:

PRIMARY

SAFE OR UNSAFE?

OBJECTIVE:

To learn the definition of the word “drug” and some examples of drugs.

LIFE SKILL:

To promote the safe use of substances as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Bottle with liquid (punch or grape juice).

INFORMATION:

A drug is a substance other than food which, when taken by a person, affects the way he/she acts or feels. Only a physician, nurse, mother, father or other adult family member should give drugs/medications. Drugs/medications are taken to stop or relieve pain and fever, to control illness or to prevent illness.

CLASS ARRANGEMENT:

Semi-circle discussion.

INSTRUCTIONAL STRATEGIES:

1. Discuss what a drug is. Elicit responses from students.
2. Show a bottle with liquid in it. Ask the students to say what they think it is. Is it drugs? Is it medicine? How do you know what medicine to take? What are medicines for? Who should give you drugs or medicines? (Ask the students to identify people they should ask before taking any medication or anything unknown, and list them on the board.) Why would an adult or physician tell students to take drugs/medicine?

3. Ask students what they would do with something found at the park, playground (gum, pop, candy in wrapper, etc.). Discuss the importance of not giving medicine of any type to other children when playing games or even when the child is ill.
4. Summarize: Today we talked about “drugs” and we said it wasn’t food, but other substances that change how we feel, think and act. We learned we must NEVER for any reason take a drug/medicine unless our parents tell us to take it.

EVALUATION/MODIFICATION:

Discuss/collect “look-alikes” such as candy cigarettes, bubble gum in a can, etc.

Grade

2

LEVEL:

PRIMARY

BODY TRACE

OBJECTIVE:

To be able to understand the effects of tobacco on the body.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Butcher paper for each student (length should equal student's height), colored markers and crayons, pictures of body organs (heart, lungs, brain, etc.) damaged by tobacco.

INFORMATION:

Our lifestyle decisions affect our bodies. Tobacco use makes lungs black, makes the heart enlarged and shrinks our blood vessels. Using tobacco, therefore, will keep students from reaching their physical potential.

INSTRUCTIONAL STRATEGIES:

Students should be in pairs and can take turns tracing their partner's body on butcher paper. Draw a vertical line through the middle of the outline. Have students draw healthy organs on one half of the paper and unhealthy organs on the other half. Discuss the differences with the students and illustrate the importance of not putting something as unhealthy as tobacco inside human bodies.

RESOURCE:

Adapted from Salt Lake City-County Health Department, Salt Lake City, Utah, 1993.

Grade

2

LEVEL:

PRIMARY

LET'S BE SMART ABOUT SMOKING AND ADVERTISING

OBJECTIVE:

To teach students about the consequences of the tobacco industry's presentation of tobacco.

LIFE SKILL:

To increase the ability of students to make healthy decisions.

TEACHING FACILITY:

Classroom.

EQUIPMENT AND MATERIALS:

Pictures of people smoking taken from magazines. Camel advertising pictures of Joe and Josephine Camel. Poster board and crayons.

INFORMATION:

Tobacco companies spend millions of dollars every year advertising and promoting their products. Advertisers make tobacco use look glamorous and exciting and the ads make students think they will be more popular and pretty/handsome if they use tobacco. Discussing this advertising strategy can alert students to the truth—that this is paid advertising that is not giving a true picture about tobacco addiction.

INSTRUCTIONAL STRATEGIES:

Show examples of ads and ask students if they think ads tell the whole truth about the product. Do they tell the harmful things that can happen from using the product? To make us buy something or believe something they use: comparison techniques for advertising—being healthy; appeal techniques showing the glamour, fun adventure, romance, new invention, and beauty.

Next, discuss Joe and Josephine Camel. Show students pictures of both. Ask students what type of an animal they are and what are they doing. Ask if they would like to look or smell like a camel. Ask them why they think a cartoon character is used.

Have students cut out a smoker from a magazine and place it on a piece of poster board. Have them draw people in the background reacting to the smoke. Ask students what effect does it have on people around them.

End the session by having students make their own warning advertisements about tobacco use.

RESOURCES:

Adapted from Wasatch County Health Department, Utah, 1993.



Grade

2

HANDOUT
MASTERS
